

Q1 Which sentence from the paragraph that **best** shows this idea. (RI1)

- D - Now there are fewer snails making shells.

Q2 Which statement **best** describes the main idea of the paragraph? (RI2)

- D – As hermit crabs grow, fewer seashells are available for them to use as homes.

Q3 The author uses a word that means “fake” in the text. Click a word in the paragraph that **best** represents that idea. (RI4)

- A – These artificial shells have two important purposes.

Q4 What conclusion can be drawn about the author’s point of view about litter? Support your answer with details from the text. (RI2)

- **A 2-point** response:
 - Gives sufficient evidence of the ability to make a clear inference/conclusion
 - Includes specific examples/details that make clear reference to the text.
 - Adequately explains inference/conclusion with clearly relevant information based on the text

Responses may include (but are not limited to):

- (conclusion) Hermit crabs without access to shells are leaving themselves open for attack by predators in the ocean.
- (conclusion) People leave litter on beaches that ends up in the oceans.
- (conclusion) Litter has a negative impact on/is a problem for/hurts many animals in the ocean.
- (support) Hermit crabs are using small bottles, plastic cups, and other ocean litter as homes. “None of these are very good choices for crabs.”
- (support) Hermit crabs can use the fake shells as homes instead of living in litter.
- (support) The author explains that “the ocean water is not as clean as it once was.”

- **A 1-point** response:
 - Gives limited evidence of the ability to make an inference/conclusion
 - Includes vague/limited examples/details that make reference to the text.
 - Explains inference/conclusion with vague/limited information based on the text

Responses may include those listed in the 2 point response.

- **A 0-point** response:
 - Gives no evidence of the ability to make an inference/conclusion
OR
 - Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text
OR
 - Gives an inference/conclusion but includes no explanation or no relevant information from the text

Q5 What conclusion can be drawn about the effects people have on hermit crabs? Support your answer with details from the text. (RI3)

- A **2-point** response:
 - Gives sufficient evidence of the ability to make a clear inference/conclusion
 - Includes specific examples/details that make clear reference to the text.
 - Adequately explains inference/conclusion with clearly relevant information based on the text

Responses may include (but are not limited to):

 - (conclusion) People have a negative effect on hermit crabs.
 - (support) There is now a shortage of shells due to unclean ocean water.
 - (support) Littering harms animals.
 - (support) People take shells off the beaches for souvenirs and for their own pet hermit crabs.
 - (support) The ocean is not as clean as it used to be and now there changes to chemicals in ocean water.
- A **1-point** response:
 - Gives limited evidence of the ability to make an inference/conclusion
 - Includes vague/limited examples/details that make reference to the text.
 - Explains inference/conclusion with vague/limited information based on the text

Responses may include those listed in the 2 point response.
- A **0-point** response:
 - Gives no evidence of the ability to make an inference/conclusion
OR
 - Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text
OR
 - Gives an inference/conclusion but includes no explanation or no relevant information from the text

Q6 Part A. Select the statement that best describes what the information in the paragraph shows about the author's point of view. (RI3)

- D – The author believes that people visiting beaches often don't think about how taking seashells home with them adds to the shortage of seashells for hermit crabs.

Part B. Which sentence from the text **best** supports your answer in part A. Choose **one** option.

- F - They do not realize that hermit crabs in the wild need those shells too.

Q7 What is the **best** reason the author chose to end the text with a summary? (RI5)

- B – to show how people can benefit both hermit crabs and the oceans.

Q8 What does the word recyclers suggest about the author's point of view? (L5)

- C – It shows how skilled sea creatures are at using what is available to them.

Q9 Use the students notes to write a paragraph that adds more facts or concrete details to support the underlined sentence of the report. (W2b)

- A **2-point** response:
 - provides adequate relevant points/reasons/ details and/or evidence from the student notes supporting main idea/controlling idea
 - adequately elaborates ideas using precise words/language
- A **1-point** response:
 - provides or lists mostly general and/or limited points/reasons/details or evidence from the student notes supporting main idea/controlling idea. Some points/reasons/details may be extraneous or loosely related to the main idea.
 - partially elaborates ideas using general words/language
- A **0-point** response:
 - provides minimal or no supporting points/reasons/details or evidence from the student notes supporting main ideas/controlling idea. Those points/reasons/details that are included may be unclear, repetitive, incorrect, contradictory, or interfere with the meaning of the text.
 - provides no appropriate elaboration and/or may use poor word choice for audience and purpose

Q10 The student needs to revise the draft to eliminate ideas that do not support the main idea. Click on **two** sentences that do **not** support the underlined main idea and so should be removed. (W2b)

- D - Cold-blooded animals cannot control their body temperature.
- F - Young amphibians have gills.

Q11 Which sentence is the **best** closing statement for this student's letter? (W1d)

- C - Please consider my request to keep healthy snacks that are easy to clean up in our desks so that we can have them when we are hungry and focus on our work.

Q12 The writer wants to replace the underlined words to make her meaning more exact. Which **two** sets of words would make her word choices **better**? (W2d, W3d)

- B - ache, poisonous
- D - throb, toxic

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Q13 Select **all** of the sources that would most likely give the student more information about the ideas he has written. (W8, RI9)

- E - www.wildlifeofgrandcanyon.com

Here is a list of the most common wildlife found within the Grand Canyon. Get facts about their homes, what they eat, and which ones to avoid.

- F - www.grandcanyontrails2hike.com

The Colorado River is a good place for many types of living things to find food and water. Read all about how the river helps living things in the canyon.

Q14 Read the source. Choose the sentences that support the opinion. Choose **all** that apply. (W9, W8)

- E - For example, sometimes research provides details about new sources of energy or food.
- F - At other times, research reveals how particular regions are being affected by specific climate changes.
- G - The findings of the researchers and the resources they use can create interest in the science fields.

Q15 The student took notes about musical instruments. Choose **two** notes that support the student's opinion. (W9, W8)

- B - It is very easy to play a song on the piano after just a few short lessons.
- F - Learning how to play the piano can help people learn how to play other instruments as well.